



# NORTHMEAD CAPA HIGH SCHOOL

## Viking Shipbuilding PBL Task: Year 8 History C, O, E, R

Due Date: Week 2 Term 2 (Monday 26th April)

Weighting: History: 40%, Mathematics: 10%

**Driving question: Can we attribute our current ship building to the Vikings?**

**GOOGLE CLASSROOM CODE: yyhag3d**

From 800 to around 1100 AD, many Vikings left their homelands and travelled by longboat to other countries, like Britain and Ireland.

The Vikings constructed ships that could withstand strong winds and powerful waves. These ships would have carried settlers and their equipment to the islands in the North Atlantic, as well as an even stronger ships for transporting cargo.

Vikings had different ship types, including:

- Long, thin, shallow ships for war
- Wide ships used for trade and transport
- Fishing boats
- Ferries
- Sailing boats for moving cargo up rivers and lakes to villages

### **TASK**

1. In groups of 4-5, choose a presentation type from the list below and circle it:

Google Slides

Newspaper Article

Poster

Website

2. Using the presentation type your group chose, you will work through the research questions below to present your research that compares ship building today to the ships the Vikings made.

### **Research Questions**

Through extra research answer the following questions in your online resource:

- Who were the Vikings? (include some pictures)
- Where (what countries) did the Vikings invade or explore? (Include maps)
- Why did the Viking use ships?
- What types of ships did the Vikings have? (Include pictures)
- Why were these ships important to the Vikings?
- Make a judgement on whether you think Viking shipbuilding has impacted our world today? Why or why not?

3. In your presentation, you must also include the following:

- **Create** scaled 2D (or 3D) drawn diagram of 3 Viking ships and 3 modern day ships

○ Three famous Viking Ships are:

- Gokstad - <https://www.khm.uio.no/english/visit-us/viking-ship-museum/exhibitions/gokstad/>
- Oseberg - <https://www.khm.uio.no/english/visit-us/viking-ship-museum/exhibitions/oseberg/>
- Gjellestad - <https://www.khm.uio.no/english/visit-us/viking-ship-museum/gjellestad-ship/>

- Three modern day ships include:
  - Symphony of the Seas - <https://www.bbc.com/news/av/world-43838805>
  - HMM Algeciras <https://www.marineinsight.com/know-more/top-10-worlds-largest-container-ships-in-2019/#:~:text=MSC%20Diana-1.,vessels%20eco-friendly%20co>
  - HMAS Adelaide - <https://www.navy.gov.au/hmas-adelaide-iii>
- **Compare** the length of 3 Viking ships and 3 modern day ships
  - Which ships are bigger?
  - What are the differences in length and size?
  - List the ships from biggest to smallest
- **Copy the table** to show the similarities and differences between Viking ships and ships today and **add in at least 3 more points on each side**

Similarities	Differences
*Ships were used for many different reasons like travel, carrying food, war * * * *	*Viking ships were made of wood, Ships today are made of metal (steel) * * * *

4. You must also include a **Bibliography** of resources

## **FINAL PRODUCT:**

### **Team product**

The online resource: Google Slides or Newspaper Article or Posters or Website which includes:

- Answers to the research questions
- Scaled 2D (or 3D) diagram of 3 Viking ships and 3 modern day ships
- The similarities and differences table
- Bibliography of resources used

**Individual** products (that means, everyone has to do the two points below) which are included in the Google Slides or Newspaper Article or Posters or Website:

- A comparisons of the length of 3 Viking and 3 modern day ships
- Your judgment and information on how current shipbuilding was influenced by the Vikings

## **FURTHER TASK GUIDANCE**

### **Supporting Questions:**

- What were the key features of Viking society?
- What are some of the locations of the Viking homelands?
- Why did the Vikings use ships so much?
- What was everyday life like for: men, women and children?
- Why did the Vikings explore and invade?
- What was the extent of Viking exploration and trade?
- How and why did shipbuilding technologies encourage Viking expansion?

## Task Steps:

### 1. Brainstorm your need to know questions

- Decide the style of presentation (Google Slides or Newspaper Article or Posters or Website)
- Create a list of the questions that you need to answer to finish the task

### 2. Research Viking shipbuilding 2D (or 3D) diagram

- Identify and calculate the length, height and width of the following Viking Ships.
  - Gokstad - <https://www.khm.uio.no/english/visit-us/viking-ship-museum/exhibitions/gokstad/>
  - Oseberg - <https://www.khm.uio.no/english/visit-us/viking-ship-museum/exhibitions/gokstad/>
  - Gjellestad - <https://www.khm.uio.no/english/visit-us/viking-ship-museum/gjellestad-ship/>
- Create a 2D or 3D diagram of the side of each of the above ships
- Create a 2D or 3D diagram of the top of each of the above ships

### 3. Research modern day shipbuilding and 2D Diagram

- Identify and calculate the length, height and width of the following modern day ships.
  - Symphony of the Seas - <https://www.bbc.com/news/av/world-43838805>
  - HMM Algeciras <https://www.marineinsight.com/know-more/top-10-worlds-largest-container-ships-in-2019/#:~:text=MSC%20Diana-,1.,vessels%20eco-friendly%20co>
  - HMAS Adelaide - <https://www.navy.gov.au/hmas-adelaide-iii>
- Create a 2D or 3D diagram of the side of each of the above ships
- Create a 2D or 3D diagram of the top of each of the above ships

### 4. Comparing the similarities and differences

- Comparing some of the key similarities and differences between the Viking and modern day ships by filling in the table on the page before.

### 5. Continuity and Change

- Show how Viking ships have influenced modern shipbuilding using research and a key range of historical terms

### 6. Make a judgement

- Using the research you have conducted, make an informed judgment (500 words) on how Viking shipbuilding has impacted the modern world.

## SUBMISSION

One student in each group must submit the link to their website in the PBL Google Classroom (Code: )

This is NOT your normal class Google Classroom. Please join this new PBL classroom to submit your assessment. **You must use your @education.nsw.gov.au account** to join this classroom and create your online digital resource.

## LESSON ALLOCATION

### Mathematics:

- 80 minutes to refresh content previously taught in class. This will be spread over weeks 8-10

### HSIE:

- Content related lessons during regular timetabled classes weeks 7-10 to teach water use, water scarcity, access to facilities and services and water management
- 2 Specific Task related lessons

## Outcomes:

### History

HT 4-3: describes and assesses the motives and actions of past individuals and groups in the context of past societies

HT 4-7: identifies and describes different contexts, perspectives and interpretations of the past

HT 4-8: locates, selects and organises information from sources to develop an historical inquiry

HT 4.9: uses a range of historical terms and concepts when communicating an understanding of the past

HT 4.10: selects and uses appropriate oral, written, visual and digital forms to communicate about the past

### Mathematics

MA4-1WM: Communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols

MA4 -2WM: Applies appropriate mathematical techniques to solve problems

MA4-2WM: Recognises and explains mathematical relationships using reasoning

## Marking Criteria History

Mark	Criteria
18 - 20	<ul style="list-style-type: none"><li>● <b>Clearly</b> describes and assesses the motives and actions of past individuals and groups in the context of past societies</li><li>● <b>Clearly</b> identifies and explains different contexts, perspectives and interpretations of the past</li><li>● <b>Accurately</b> locates, selects and organises information from sources to develop an historical inquiry</li><li>● <b>Integrates</b> a wide range of accurate and relevant historical terms and concepts when communicating an understanding of the past</li><li>● <b>Clearly</b> selects and accurately integrates a wide range of appropriate oral, written, visual and digital forms to support communication about the past</li></ul>
15-17	<ul style="list-style-type: none"><li>● <b>Clearly</b> describes and explains the motives and actions of past individuals and groups in the context of past societies</li><li>● <b>Clearly</b> identifies and describes different contexts, perspectives and interpretations of the past</li><li>● <b>Locates</b>, selects and organises information from sources to develop an historical inquiry</li><li>● <b>Integrates</b> a range of relevant historical terms and concepts when communicating an understanding of the past</li><li>● <b>Clearly</b> selects and uses a range of appropriate oral, written, visual and digital forms to communicate about the past</li></ul>
10-14	<ul style="list-style-type: none"><li>● <b>Describes</b> and explains the motives and/or actions of past individuals and groups in the context of past societies</li><li>● <b>Identifies</b> and describes different contexts, perspectives and interpretations of the past</li><li>● <b>Locates</b>, selects and organises information from some sources that may be used as part of an historical inquiry</li><li>● <b>Includes</b> historical terms and concepts when communicating an understanding of the past</li><li>● <b>Selects</b> and uses appropriate oral, written, visual and digital forms to communicate about the past</li></ul>
5-9	<ul style="list-style-type: none"><li>● <b>Describes</b> the motives and/or actions of past individuals and groups in the context of past societies</li><li>● <b>Describes</b> different contexts/perspectives/ interpretations of the past</li><li>● <b>Uses</b> information from some sources that may be used as part of an historical inquiry</li><li>● <b>Includes</b> some historical terms and concepts</li><li>● <b>Uses</b> some oral, written, visual and digital forms to communicate about the past</li></ul>
0-4	<ul style="list-style-type: none"><li>● <b>Describes</b> the motives or actions of the past</li><li>● <b>May use</b> information from sources</li><li>● <b>Includes</b> basic historical terms and concepts</li><li>● <b>May use</b> some basic oral, written, visual and digital forms to communicate about the past</li></ul>